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ABSTRACT

Project Pride was an Elementary and Secondary Education Act Title VII-funded project for Haitian-born students. The project was in its fifth and final year in 1993-94 at Erasmus Hall High School in Brooklyn (New York). Participating students (n=158) received instruction in English as a Second Language (ESL), native language arts (NLA), and the content areas of science, mathematics, and social studies. A literacy component and multicultural education were included. Staff development and training in computer use and parent participation components were also included. The project met its ESL objectives for literacy-level instruction and objectives for familiarity with American culture and citizenship education, cultural pride, dropout prevention, attendance, and curriculum development. It met its staff development objectives and its parental involvement objectives, but it was not possible to evaluate the ESL objective for computer use. The ESL objective as measured by the Language Assessment Battery was not met. In this final year, no recommendations are made for project improvement. One table presents evaluation findings. Three appendixes list instructional materials and class schedules and present the evaluation scales. (Author/SLD)

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ED 383 777

OER Report

PROJECT PRIDE
Transitional Bilingual Education Grant T003A90139
FINAL EVALUATION REPORT
1993-94

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PROJECT PRIDE
Transitional Bilingual Education Grant T003A90139
FINAL EVALUATION REPORT
1993-94

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EXECUTIVE SUMMARY

Project Pride was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project for Haitian-born students. The project was in its fifth and final year of operation at Erasmus Hall High School in Brooklyn. Participating students received instruction in English as a second language (E.S.L.); native language arts (N.L.A.); and the content areas of science, mathematics, and social studies. The project had a literacy component for those students unable to perform academically at the high school level. Multicultural education was an integral part of programming.

Project staff and teachers of participating students had the opportunity to attend staff development meetings on the use of the Macintosh computer. The project also reimbursed tuition for staff members taking courses at the college level.

The project established an active parental component, which included E.S.L. classes and the development of a Parent Advisory Committee (PAC).

Project Pride met its E.S.L. objectives for literacy-level instruction, enrollment in content area classes, familiarity with American culture and citizenship, cultural pride, dropout prevention, attendance, referral to special education, and curriculum development. It was also successful in meeting its staff development objective for continuing education, increasing knowledge of strategies and techniques, and workshop attendance; and its parental involvement objectives for increased attendance, E.S.L. classes, and PAC membership. It was not possible for the Office of Educational Research (OER) to evaluate the E.S.L. objective for computer use. This was neither the fault of the project nor of OER, but due to external circumstances. Project Pride partially met its objective for N.L.A. The project failed to meet its E.S.L. objective as measured by the Language Assessment Battery (LAB).

Because this is the final year of the project, OER makes no recommendations to the project.

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TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
	Project Context	1
	Student Characteristics	2
	Project Objectives	3
	Project Implementation	4
	Parent and Community Involvement Activities	8
II.	EVALUATION METHODOLOGY	9
	Evaluation Design	9
	Instruments of Measurement	9
	Data Collection and Analysis	10
III.	FINDINGS	13
	Participants' Educational Progress	13
	Former Participants' Progress in English Language Classrooms	16
	Overall Educational Progress Achieved Through Project	17
	Case Histories	19
	Staff Development Outcomes	19
	Curriculum Development Outcomes	21
	Parental Involvement Outcomes	21
IV.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	23
	Achievement of Objectives	23
	Most and Least Effective Components	24
	Recommendations to Enhance Project Effectiveness	24
APPENDIX A	Instructional Materials	25
APPENDIX B	Class Schedules	27
APPENDIX C	Likert Scales	28

LIST OF TABLES

		PAGE
TABLE 1	Project Staff Qualifications	6

I. INTRODUCTION

This report documents the Office of Educational Research's (OER's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII program, Project Pride.

PROJECT CONTEXT

The project operated at Erasmus Hall High School in Brooklyn. The population in the community where Erasmus Hall High School is located is approximately 90 percent West Indian and African-American. The remaining 10 percent is Latino, Asian-American, and Arabic. Most families are low-income.

At Erasmus Hall High School, the ethnic distribution of the students was very similar to that of the surrounding community. Of the 2,747 students who attended the school during the 1992-93 academic year, the last year for which data were available, 92.2 percent were African-American/Haitian, 5.9 percent were Latino, 1.3 percent were Asian-American, and 0.6 percent were European-American. Of these students, 17 percent were of limited English proficiency (LEP), and 53 percent came from low-income families, as evidenced by their ability to participate in the free-lunch program.

Erasmus Hall High School is housed in a very old building that was undergoing renovations. Classrooms were filled to capacity and in need of paint. For the most part, there was no student work displayed in the halls or the classrooms. Halls were noisy and crowded. Computers were in evidence and appeared to be accessible and frequently used by the students.

STUDENT CHARACTERISTICS

Project Pride served 158 Haitian-speaking LEP students in ninth through twelfth grades. Eleven students were in the ninth grade, 21 students were served in the tenth grade, 64 were in the eleventh grade, and 61 were in the twelfth grade. Grade placement information was not given for one student. Scores at or below the 40th percentile on the Language Assessment Battery (LAB) determined LEP status. Other criteria for project participation included teacher recommendation, information obtained from an intake interview, and scores on placement tests and the Home Language Identification Survey.

The native language of the 158 participating students was Haitian; all students but two were born in Haiti. The percentage of students eligible for free lunch was not reported. In past years, the project director reported that many participants came from low-income families.

Needs Assessment

Before instituting this program, Erasmus Hall High School determined students' needs by examining each participant's academic profile. This review of each student's academic history indicated that many students lacked literacy in both English and Haitian, an increasing phenomenon as more immigrants with limited education in their native country enter the New York City school system.

PROJECT OBJECTIVES

Student Objectives

- By the end of the fifth project year, 60 percent of the participating students will receive E.S.L. instruction through the use of the computer.
- By the end of the fifth project year, 80 percent of participating students will improve in English language skills (listening, speaking, writing, reading) as measured by the Language Assessment Battery (LAB) test.
- All target students in need of it will receive literacy instruction in E.S.L. and the content areas.
- By the end of the fifth project year, 75 percent of the students who take the Haitian Creole Native Language test as a graduation requirement will pass the test.
- All participating students will be enrolled in content area classes using Haitian Creole as the language of instruction.
- The program will organize at least one trip per year to increase the LEP students' familiarity with American culture and citizenship.
- To reinforce target students' sense of pride and self-worth, they will participate in an activity devoted to their cultural heritage once a year.
- Program students will have a significantly lower dropout rate than similar non-program students.
- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.
- Program students will have a lower incidence of referral to special education than non-program students.

Staff Development Objectives

- One teacher and one educational associate participating in the program will enroll in at least one university course per year in areas related to bilingual education, computer-assisted E.S.L. instruction, literacy techniques, or other subjects determined to be appropriate by the project director in consultation with the school principal.

- As a result of participating in the program, the teachers and educational associates will demonstrate increased knowledge of strategies and techniques for improving instructional services to LEP students.

- All program staff members will attend monthly workshops in order to discuss topics relevant to the program and its improvement.

Curriculum Development Objective

- By the end of the fifth project year, teachers with expertise in curriculum development will develop instructional materials in Haitian Creole for literacy instruction, content area bilingual courses, and native language arts.

Parental Involvement Objectives

- As a result of participating in Project Pride, there will be increased parent attendance and participation in school activities and special events.

- The program will offer E.S.L. classes twice a week each semester to 25 parents of participating students.

- Parents will assist in the evaluation of the program by participating in class visits and by becoming members of the Parent Advisory Committee.

PROJECT IMPLEMENTATION

During the 1993-94 school year, Project Pride provided instructional and support services to 158 Haitian-speaking students and their families. The project's main goals were to enhance E.S.L. instruction through the use of computers, to use the students' native language in content area instruction, to promote the students' self-esteem and cultural pride, and to provide literacy instruction for those LEP students with a limited academic background. Project Pride attempted to infuse a multicultural awareness component in all content areas. The project provided

parental involvement activities for the parents of participating students and offered staff in-service development activities and reimbursement for college credits.

Materials, Methods, and Techniques

Project Pride offered E.S.L. at literacy to advanced levels and N.L.A. at literacy, beginning, and intermediate levels. Project Pride relied on the use of computers to enhance E.S.L. and content area instruction for all target students, particularly those taking literacy-level courses.

Content area classes were taught in Haitian supplemented by English. The project director reported that the continued use of Haitian had enabled many students to pass the Regents Competency Test (R.C.T.) when taken in that language. Teachers of participating students used a wide array of strategies and techniques, particularly cooperative learning, peer tutoring, inter-disciplinary instruction, the learning experience approach, student-produced newsletters, and various research projects.

The project incorporated a strong cultural component into its various curricula in order to foster a sense of pride in participants for their native culture, and an appreciation of American culture.

Project Pride has developed and disseminated a variety of Haitian materials at the request of schools in New York City and New Jersey.

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building

The project director reported that Erasmus Hall High School will assume 50 percent of the project's costs when Title VII funding ends next year.

Staff Qualifications

Title VII staff. The project's Title VII staff included the project director and three educational assistants. For a description of degrees held and language competencies*, see Table 1.

TABLE 1

Project Staff Qualifications

Position Title	Degree	Language Competence
Project Director	Professional Diploma	Haitian (TP)
Educational Assistant	College Credits	Haitian (TP)
Educational Assistant	College Credits	Haitian (CP)
Educational Assistant	College Credits	Haitian (CP)

The project director's responsibilities included supervising and coordinating the project's activities, selecting and training staff, and providing evaluation data. Of the educational assistants, one worked with the E.S.L. teachers in the computer-assisted classes, a second assisted in mathematics, and the third served in both the mathematics and E.S.L. classes. All of the educational assistants conducted individual and group tutoring during and after school.

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

Other staff. Tax-levy funds paid the salaries of 16 classroom teachers and 2 bilingual guidance counselors who provided instructional services to project students. All of the teachers were teaching proficient in Haitian. Thirteen teachers had master's degrees and three had bachelor's degrees. All staff were certified in the subject area they taught, except one science teacher who was certified in mathematics.

Staff development. Teachers received tuition assistance toward courses in bilingual education, computer-assisted E.S.L. instruction, literacy techniques, or other subjects determined to be appropriate by the project director in consultation with the school principal. The teachers participated in a series of workshops on using the Macintosh computer in the classroom.

Instructional Time Spent on Particular Tasks

See Appendix B for class schedules.

Length of Time Participants Received Instruction

Information was reported for 93 students (58.9 percent). These students had a mean of 4.3 years (s.d.=3.9) of education in a non-English-speaking school system and 3.1 years (s.d.=1.5) years in the United States. Participating students had a median of 34.0 months in Project Pride.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Children

Students thought by teachers to be in need of special education services were referred to a bilingual guidance counselor. The counselor referred the student to the School-Based Support Team (S.B.S.T.) as necessary. A bilingual family assistant

worked with the S.B.S.T. to translate when needed.

Students who were gifted and talented were partially or totally mainstreamed into the Gateway Program, Erasmus Hall High School's honors program. Students who demonstrated special talents in the performing arts were referred to the Academy of the Arts.

Instructional Services for Students with Special Needs

The project offered computer-assisted instruction (C.A.I.) before or during school hours to all project students, including those having difficulty in classes. Any incoming student who demonstrated low literacy in E.S.L., N.L.A., and/or the content areas received services in the project's literacy component.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

Parents of project students participated in a number of project-sponsored activities, including E.S.L. classes twice a week, the Parent Advisory Committee (PAC), the Parent Teacher Association (P.T.A.), and other parent meetings and cultural activities. The project also worked closely with the Haitian Centers Council, a community-based non-profit organization.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

The Office of Educational Research (OER) used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OER used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess the growth of English in populations similar to those served by Project Pride.

INSTRUMENTS OF MEASUREMENT

OER compared pre- and posttest scores on the LAB to assess an E.S.L. objective. The objectives for N.L.A. was assessed through an inspection of scores on the Haitian Creole Native Language test.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

To assess the staff development objective for increasing knowledge of strategies and techniques, OER developed a questionnaire which project personnel administered to all participating teachers. (See Appendix C.)

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OER evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation

Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OER. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English, OER calculated the percentage of participating students who demonstrated a gain on the LAB. OER also computed a correlated *t*-test on the LAB N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater

than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OER was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project Pride carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills. The project director, however, reported that E.S.L. software for the Macintosh computer was difficult to find.

An OER evaluation consultant observed a beginning-level E.S.L. class. Sixteen ninth and tenth graders were present in the class which took place in a converted gymnasium divided into several small classrooms. The room had no natural ventilation, and the fan was noisy. The teacher handed out a fill-in-the-blank exercise with vocabulary from the previous day's lesson. Students filled in words and expressions, including, "got along well," "lonely," and "outspoken." A paraprofessional assisted students individually with the exercise. The teacher then had students read their sentences aloud, while she corrected their pronunciation. Students were instructed to read a paragraph from their textbooks. The teacher wrote difficult vocabulary words on the board. She then asked students to define the words using the context.

The OER evaluation consultant also observed an intermediate-level E.S.L. class. The class consisted of 18 students in grades nine through eleven. The lesson dealt with the active and passive voice. The teacher wrote five sentences on

the board. Students converted the sentences into questions and two students were called on to write their answers on the board. The teacher then asked the students to write information questions, such as "When, where, and how..." with the sentences. When students completed the exercise, they brought it to the teacher for review. The teacher then discussed the pattern structure of the questions. Students spent the remainder of the class period changing sentences into the passive voice.

The project proposed three evaluation objectives for English as a second language:

- By the end of the fifth project year, 60 percent of the participating students will receive E.S.L. instruction through the use of the computer.

Fifty-four percent of the students received computer-assisted E.S.L. instruction. The computer center was closed because of the asbestos cleaning at the beginning of the year. Therefore this objective could not be evaluated in the year under review. The project met the C.A.I. objective last year.

- By the end of the fifth project year, 80 percent of participating students will improve in English language skills (listening, speaking, writing, reading) as measured by the Language Assessment Battery (LAB) test.

There were complete pre- and posttest scores on took the LAB for 104 students from grades nine through twelve. The average gain of 1.1 N.C.E.s (s.d.=9.5) for these students was not statistically significant ($p>.05$). In addition, only 48 percent showed a gain from pretest to posttest. The project failed to meet its E.S.L. objective as evaluated by the LAB this year. Last year it had been successful in meeting this objective.

- All target students in need of it will receive literacy instruction in E.S.L. and the content areas.

All target students in need of it were enrolled in literacy-level E.S.L classes. Instruction in the content areas was in the native language to help students absorb the material, and as language skills increased, instruction was infused with more of an E.S.L. approach. The project director reported that 12 students were enrolled in literacy-level E.S.L. classes.

Project Pride met its E.S.L. objective for literacy-level instruction. The project did not have this objective last year.

Participants' Progress in Native Language Arts

The evaluation objective for N.L.A. was:

- By the end of the fifth project year, 75 percent of the students who take the Haitian Creole Native Language test as a graduation requirement will pass the test.

Haitian Creole Native Language test scores were reported for nine students in the fall of 1993. All scored 65 or above. In the spring of 1994, scores were reported for 34 students. Of those, 71 received grades of 65 or higher.

The project partially met its objective for N.L.A. Last year, Project Pride met this objective.

Participants' Academic Achievement

An evaluation consultant observed a chemistry class with 34 eleventh and twelfth grade students present. The class was conducted in Haitian, but the textbook and handouts were in English. Students began the class by working on three multiple choice questions involving Boyle's Law and Charles' Law. The teacher

reviewed both of these and went over the three questions. He then reviewed scientific terms such as, "volume," "atmosphere," and "torr." Throughout the remainder of the class, students worked on problems similar to those on the Regents examination. Students were extremely involved in the lesson and were excited to volunteer answers. After the bell rang at the end of the class period, many students remained in their seats and asked additional questions.

An OER evaluation consultant observed an eleventh grade social studies class with 32 students present. The class was conducted entirely in Haitian, although the textbook and information on the board were in English. The teacher compared foreign policy and domestic programs of the Kennedy and Johnson administrations. Students were very involved in the lesson, volunteering answers and eagerly asking questions.

Project Pride proposed one objectives for content area subjects:

- All participating students will be enrolled in content area classes using Haitian Creole as the language of instruction.

Content area classes were taught predominantly in Haitian. Teachers used a wide array of strategies and techniques, particularly cooperative learning, interdisciplinary teaching, peer tutoring, and the learning experience approach.

As it had done last year, the project met its content area subject objective.

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

No students were mainstreamed in the year previous to the one under review.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Mainstreaming

The project did not propose any objectives for mainstreaming. No students were mainstreamed in the year under review.

American Culture and Citizenship

Imparting knowledge about American culture was an important components of the program.

Project Pride proposed the following objective for American culture and citizenship:

- The program will organize at least one trip per year to increase the LEP students' familiarity with American culture and citizenship.

To increase students' familiarity with American culture and citizenship, students went on trips to Radio City Music Hall and Hershey Park.

As it did last year, the project met its objective for American culture and citizenship.

Cultural Pride

Multicultural education was an integral part of the curriculum and focused on instilling pride in the students' own culture.

The project proposed one objective for growth in cultural pride:

- To reinforce target students' sense of pride and self-worth, they will participate in an activity devoted to their cultural heritage once a year.

In December, project students and their parents attended a Christmas show. Participating students and their parents also celebrated Haitian Flag Day in March.

Project Pride met its objective for cultural pride as it had done last year.

Grade Retention

Project Pride did not propose any objectives for reducing grade retention. No participating students were retained in grade.

Dropout Prevention

Project Pride proposed the following objective for dropout prevention:

- Program students will have a significantly lower dropout rate than similar non-program students.

As in the previous year, no students dropped out of school.

Project Pride met its objective for dropout prevention as it did last year.

Attendance

The student attendance objective was:

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.

The overall attendance rate for the project was 88.3 percent. This can be compared with the schoolwide attendance rate of 85 percent. The attendance rate of participating students was significantly higher ($p<.05$) than the schoolwide rate.

Project Pride met its attendance objective, as it had last year.

Referral to Special Education

Project Pride proposed the following objective for referral to special education:

- Program students will have a lower incidence of referral to special education than non-program students.

The project director reported that no participating students were referred to special education in the year under review.

As it did last year, the project met its objective for referral to special education.

Placement in Gifted and Talented Programs

Students who were gifted and talented were either partially or totally mainstreamed into the Gateway Program (the school's honors program) or the Academy of the Arts (for students with special talents in the performing arts).

Enrollment in Post-secondary Education Institutions

This information was not supplied by the project in the year under review.

CASE HISTORIES

The project did not supply a case history for the year under review.

STAFF DEVELOPMENT OUTCOMES

The project proposed three staff development objectives:

- One teacher and one educational associate participating in the program will enroll in at least one university course per year in areas related to bilingual education, computer-assisted E.S.L. instruction, literacy techniques, or other subjects determined to be appropriate by the project director in consultation with the school principal.

The project provided tuition assistance to program teachers. During the 1993-1994 school year, one teacher took educational courses in the spring and fall semesters. This course work met the requirements of the Board of Education of the City of New York. The educational associate also took one college course during the school year under review.

Project Pride met the staff development objective for continuing education.

- As a result of participating in the program, the teachers and educational associates will demonstrate increased knowledge of strategies and techniques for improving instructional services to LEP students.

All program staff members attended monthly department meetings where topics relevant to the program and its improvement were discussed. Project personnel and teachers of participating students participated in a series of project-sponsored workshops on the use of the Macintosh computer.

Project Pride distributed an OER-developed staff development questionnaire to assess staff with respect to knowledge of strategies and techniques for improving instructional services to LEP students (see Appendix C). All participating staff reported that as a result of participating in the staff development sessions, they increased their knowledge of strategies and techniques for improving instructional services to LEP students. The project director reported that staff became familiar with and began practicing techniques that have been successful with LEP students including: cooperative learning, language experience approach, and whole language techniques.

The project met its staff development objective for increasing knowledge of strategies and techniques.

- All program staff members will attend monthly workshops in order to discuss topics relevant to the program and its improvement.

As a result of monthly staff meetings and project activities, teachers became familiar with and are practicing such techniques as cooperative learning, the learning experience approach, and the whole language approach. Some staff members also increased their proficiency in the use of the Macintosh computer. The director suggested that the literacy component of the project would be improved if the N.L.A. and E.S.L. teachers incorporated a joint approach to instruction.

Project Pride met its staff development objective for workshop attendance, as it

did last year.

CURRICULUM DEVELOPMENT OUTCOMES

The project provided one materials development objective:

- By the end of the fifth project year, teachers with expertise in curriculum development will develop instructional materials in Haitian Creole for literacy instruction, content area bilingual courses, and native language arts.

The project director reported that thus far, the project has developed two booklets for N.L.A. entitled, "Ann Aprann Li Kréyol" and "Elev Yo Ap Li." The project also developed two student newsletters, one in English and one in Haitian, and a Haitian N.L.A. study guide.

The project met its curriculum development objective as it did in the previous year.

PARENTAL INVOLVEMENT OUTCOMES

Project Pride proposed three parent involvement objectives:

- As a result of participating in Project Pride, there will be increased parent attendance and participation in school activities and special events.

The project director reported that the number of parents participating in the parent-teacher conferences and other activities steadily increased throughout the school year.

The project met its objective for increased parental attendance as it had last year.

- The program will offer E.S.L. classes twice a week each semester to 25 parents of participating students.

The project provided E.S.L. classes to 25 parents of participating students.

Project Pride met its objective for parent E.S.L. classes as it did last year.

- Parents will assist in the evaluation of the program by participating in class visits and by becoming members of the Parent Advisory Committee.

The project had a Parent Advisory Council (PAC) which consisted of parents, teachers, paraprofessionals, and students. They made class visits and offered feedback on such issues as discipline and curriculum development.

Project Pride met its PAC objective as it did last year.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project Pride met its E.S.L. objectives for literacy-level instruction, enrollment in content area classes, familiarity with American culture and citizenship, cultural pride, dropout prevention, attendance, referral to special education, and curriculum development. It was also successful in meeting its staff development objective for continuing education, increasing knowledge of strategies and techniques, and workshop attendance; and its parental involvement objectives for increased attendance, E.S.L. classes, and PAC membership. It was not possible for the Office of Educational Research (OER) to evaluate the E.S.L. objective for computer use. This was neither the fault of the project nor of OER, but due to external circumstances. Project Pride partially met its objective for N.L.A. The project failed to meet its E.S.L. objective as measured by the LAB.

Participating students showed academic progress. Of the 158 students in grades nine through 12, all were promoted to the next grade. The students showed gains in both English and Haitian even though smaller than the expected percentage of students did so.

Project services not only benefited participating students academically but also increased their awareness of the importance of education. No students dropped out of school and they became familiar with American culture and developed pride in their own Haitian culture.

Staff attended numerous staff development sessions designed to assist them in completing their project-related responsibilities.

Parents increased their English skills, and were involved in activities designed to acquaint them with the school and program.

MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective components of Project Pride were developing Haitian educational materials, reinforcing students' sense of pride, student use of computers, and the involvement of project students' parents in project-related activities, including E.S.L. classes.

This year, C.A.I. was impeded by the asbestos removal at the beginning of the school year. Additionally, the project director reported that software for E.S.L. instruction was difficult to find. This also made it more difficult for students to acquire English and Haitian skills, since C.A.I. had been such an integral component of the program.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

Because this was the final year of the project, OER offered no recommendations to the project.

APPENDIX A

Instructional Materials

English as a Second Language

Grade	Title	Author	Publisher	Date of Publication
9	Reading for Today	L. Belch	Stede-Vaughn Co.	1987
9	Communication for Today	T. McCarthy	Stede-Vaughn Co.	1987
9	Write it Right	T. McCarthy	Prentice Hall	1986
9-12	Lado English Textbooks/Workbooks	R. Lado	Prentice Hall	1990
9-11	Encore 1, 2, 3	M. Keenan-Segal	Heinle and Heinle	1985
9-10	Pathways to English 1, 2	B. Allen et al.	McGraw Hill	1984
10-11	Great American Stories 1, 2	C. Draper	Prentice Hall	1985
Adult E.S.L.	Lifelines Course	Barbara Foley	Prentice Hall Regents	1982

Native Language Arts

Grade	Title	Author	Publisher	Date of Publication
9	Elev Yo Ap Li	Project Pride Staff	*	*
9-12	Pwezi-Kont-Chante	J. Martineau	Edisyons Libète	1992
9-12	Map Li ak Ké Kontan	F.I.C.	Henri Deschamps	*
9-12	Lang Kreyòl	I.P.N.	Le Natal	1986
9-12	Lekti ak Gramé	Karitas Ench	Henri Deschamps	1986
9-12	Gramé Kreyòl	I.P.N.	Henri Deschamps	*
9-12	Ann Reflechi Sou Lang Nou Pale A	Iv Dejan Edi Bayadel	*	*

*Information not provided.

APPENDIX A

Instructional Materials, cont'd.

Mathematics

Grade	Title	Author	Publisher	Date of Publication
9-12	Integrated Math Course I, II	Dressler and Keenan	Amsco School Pub.	1989
9-10	Dollars and Sense Textbook and Workbook	R. Gerver and R. Sgroi	SouthWestern Pub.	1989
9-10	Achieving Competence in Math	Mandery and Schneider	Amsco School Pub.	1987

Science

Grade	Title	Author	Publisher	Date of Publication
9	Syans Fizik Nevyem Ane Books 1, 2 and Workbook	Title VII	Project Mobile	1991
10	Biyoli Jeneral	Title VII	Project COM-TECH	1990
10	Review Text in Life Science	M. Lesser	Amsco School Pub.	1967
11-12	Brief Review in Chemistry	Kavanah, P.	Prentice Hall	1993
11-12	Chemistry: The Study of Matter	Dorin, Demmin, & Gabel	Prentice Hall	1982

Social Studies

Grade	Title	Author	Publisher	Date of Publication
9	Ninth Year Global Studies	Title VII	Project Blast	*
9-10	Exploring the Non-Western World	Schwartz & O'Connor	Globe Books	1971
10	World History	J. Abramowitz	Globe Books	1987
11-12	U.S.A.	P. Groisser and Levine	Amsco	1987
11-12	War and Peace in the 20th Century	Schwartz and O'Connor	Globe Books	1987

*Information not provided.

APPENDIX B

Class Schedules

Period	Grade 9	Grade 10	Grade 11	Grade 12
1	E.S.L. Beginning	E.S.L. Intermediate	E.S.L. Advanced	E.S.L. Advanced, Literature
2	E.S.L. Beginning	N.L.A. Intermediate	E.S.L. Advanced	Bilingual Economics
3	N.L.A. Beginning	Bilingual Mathematics	Bilingual Mathematics	Bilingual Mathematics
4	Bilingual Mathematics	Bilingual Global Studies	Bilingual American History & Govt.	Business
5	Bilingual Global Studies	Bilingual Science	Bilingual Science	Physical Ed.
6	Bilingual Science	Physical Ed.	Art or Music	LUNCH
7	Physical Ed.	LUNCH	Physical Ed.	
8	LUNCH	Keyboarding	LUNCH	

APPENDIX C

Likert Scales

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EDUCATIONAL EVALUATION
OFFICE OF EDUCATIONAL RESEARCH
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Staff Development Questionnaire
1993-94

Program: **Pride**

3 9
1 2

Directions: Please write "**Y**" for **Yes** and "**N**" for **No** in the boxes at the right. Leave blank if the question does not apply to you.

As a result of participating in Project Pride have you increased your knowledge of strategies and techniques for improving instructional services to LEP students?

☐
3

Thank you for completing this questionnaire.